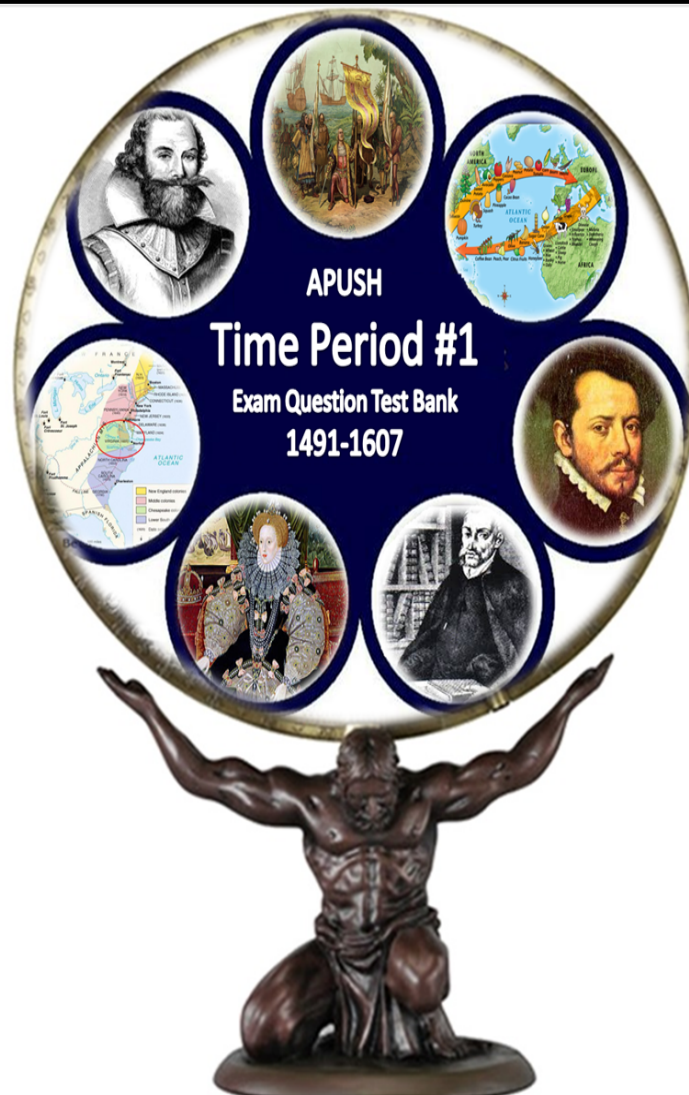




Overview of Period #1 (1491-1607)

Three interrelated themes pervade the history of colonial North America and the United States. These themes can be most succinctly summarized as: 1) the land of the free; 2) the land of opportunity; and 3) a nation of immigrants. These themes can each be traced back to before 1492, to a time when the only immigrants living in North America were those who had crossed the land bridge over the Bering Strait centuries before. The Europeans who began arriving in 1492 were seeking a better life, most in the form of a higher standard of living and many wishing to practice the religion of their choice and/or to govern themselves. At various junctures after 1492, some of the new arrivals succeeded in finding the freedom and opportunity they sought, while others came to occupy a subordinate position with only very limited freedom or access to economic opportunity. As we trace the growth and transformation first of colonial North America and then the United States, we will focus on those individuals and groups, immigrants and native-born, who found the freedom and opportunity they sought, as well as those who failed to do so.

Prior to 1492, much of the large and diverse population of Native Americans in North America had already learned--to a significant extent through the use of fire--to shape the natural environment in which they lived. After 1492, however, virulent epidemic diseases, brought to the Americas by Europeans as part of what historians now call "the Columbian Exchange," drastically reduced the Native American population and made them susceptible to conquest, control and even enslavement, first to Spanish, and then to French, Dutch and English invaders. Population growth in both Europe and Africa was stimulated by the importation of new foods such as corn, potatoes and tomatoes from the Americas, while the European economy was transformed by the inflationary "Price Revolution" sparked by the influx of large amounts of gold and silver from the colonies. The Spanish and French sought to save the immortal souls of these people they regarded as heathens, and, like the Dutch, to profit from commercial transactions and the mining of precious metals on the lands that the native peoples inhabited.

APUSH TIME PERIOD #1 Exam 1491 to 1607 (Test Bank)

Historical Context: On a North American continent controlled by American Indians, contact among the peoples of Europe, the Americas, and West Africa created a new world.

3. Why did the European Crusades directly lead to the Age of Exploration?
- a. European nations needed to develop more efficient means to travel to newly acquired lands in the Middle East.
 - b. Islamic control of the Middle East and North Africa cut off Europe from the Mediterranean Sea during the 11th century.
 - c. Lost navigational technologies of the Greeks and Romans were discovered during the Crusades in newly conquered lands.
 - d. Returning crusaders brought exotic spices, perfumes, and fabrics, creating a new European demand for these commodities.

Questions 4-6 refer to the excerpt below

".. on the said 18th day of the month of December, 1681, for the judicial proceedings and inquiry which must be made in this new reduction and pacification and in order to learn of all the motives, reasons, circumstances, designs, and other supports which the treacherous apostate rebels against the royal crown of his Majesty had and may have at present for the conspiracy, alliance, and rebellion which they executed, apostatizing from the holy faith, forsaking royal obedience, burning images and temples, killing atrociously priests, soldiers, women, and children, taking possession of all the things pertaining to divine worship, of haciendas, and of everything in the kingdom they could, returning to the blind idolatry and superstitions of their ancient days, his lordships caused to appear before him an Indian of the Tegua nation who said his name is Juan that he is a native of the pueblo of Tesuque and is married"

Spanish colonial government record of judicial proceedings regarding Pueblo Indian Revolt, 1681

4. The excerpt best provides evidence of which deeply troubling for Native Americans regarding the colonizing efforts of Europeans in the 17th century?

- a. Intermarriage between Native Americans and the Europeans
- b. Suppression of Native Americans beliefs and culture
- c. Introduction by the Europeans of new agricultural techniques
- d. the value system of the Europeans

5. The excerpt most suggests that, in their colonization of the Western Hemisphere, the European colonists believed

- a. in the cultural superiority
- b. in the knowledge of Native Americans
- c. that their European political systems would not translate effectively into the political systems already in the Western Hemisphere
- d. the different cultures of the Native American groups should be respected

6. The excerpt provides evidence for which of the following regarding motives of Europeans in their conquest of the America's in the 16th and 17th centuries?

- a. Spreading Christianity
- b. Exploring non-western European Cultures
- c. Pursuing trade
- d. Discovering gold and silver

7. The Spanish colonial system of forcing Native Americans to work for individual Spaniards in the Americas was known as?

- a. peonage.
- b. indentured servitude.
- c. encomienda.
- d. indigenous diaspora.

11. Which 15th-century European country dominated the African slave trade?

- a. Portugal
- b. Holland
- c. England
- d. France

Questions 12-14 refer to the following quotation.

“For I knew that they were a people who could be more easily freed and converted to our holy faith by love than by force, gave to some of them red caps, and glass beads to put round their necks, and many other things of little value, which gave them great pleasure, and made them so much our friends....It appeared to me to be a race of people very poor in everything....They have no iron, their darts being wands without iron, some of them having a fish’s tooth at the end....They should be good servants and intelligent, for I observed that they quickly took in what was said to them, and I believe that they would easily be made Christians as it appeared to me that they had no religion.”

Christopher Columbus upon reaching the West Indies, 1492

12. In the passage above, Columbus likely mentioned the American Indians’ interest in glass beads and weapons

- a. to demonstrate the social diversification among societies in these areas.
- b. as an example of their largely mobile and nomadic lifestyles.
- c. to prove the cultural inferiority of racially mixed populations.
- d. because it exemplified the very different worldview of American Indians.

13. After Columbus’s arrival in the West Indies, Spanish religion and Christian conversion were often used as a rationale to

- a. racially mix populations.
- b. trigger extensive demographic change.
- c. transform the diverse environment.
- d. justify the subjugation of American Indians.

14. The sentiments expressed by Columbus in the excerpt above best support which future Spanish goal?

- a. Shifting the Spanish economy from feudalism to capitalism
- b. Organizing new methods for conducting international trade
- c. Implementing a plantation-based agricultural system
- d. Attempting to change American Indians' beliefs and worldview

16. What role did the Catholic Church play in Spain's rule of its colonial possessions in North America?

- a. The pope indirectly ruled the colonies through the Spanish monarchy, requiring papal approval for all policies in the colonies.
- b. Responsibilities to the Catholic Church dominated expansion policies into the northern territories.
- c. The papacy provided the majority of funding for Spanish exploration..
- d. The Spanish monarchy ordered priests to convert the indigenous population to Catholicism.

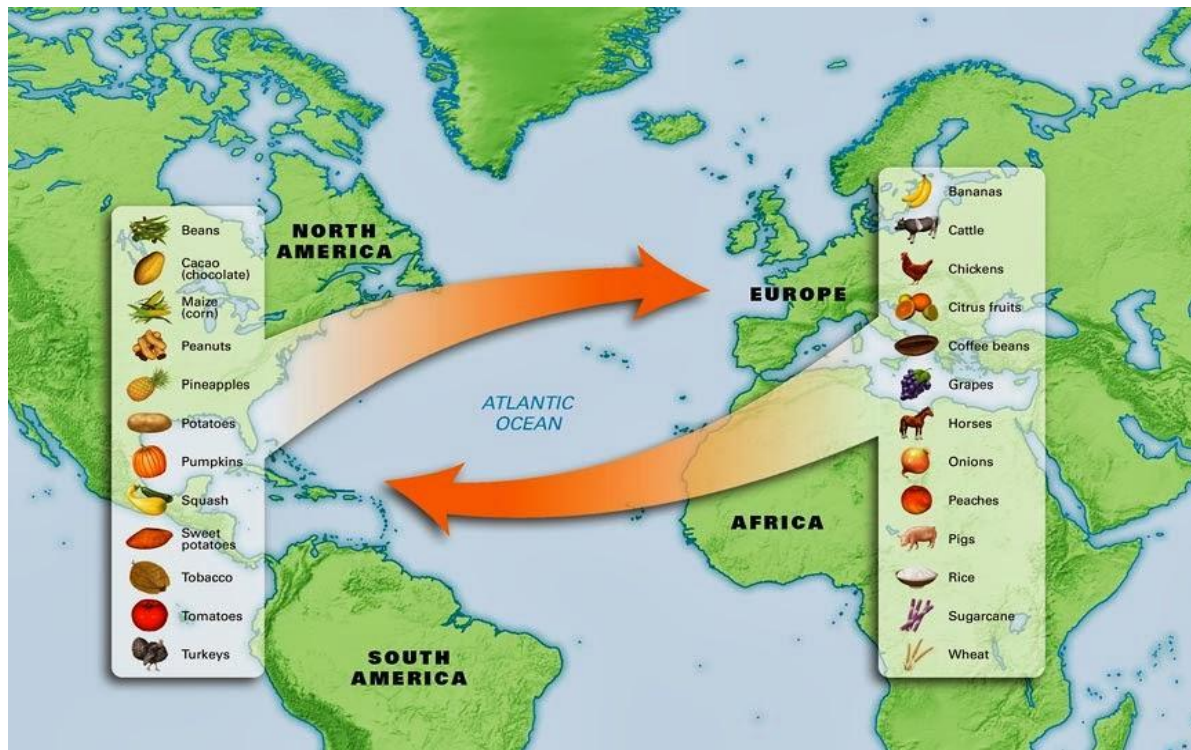
17. Fifteenth- and sixteenth-century Spanish exploration and conquest created a racially mixed culture known as

- a. mulatto.
- b. mestizo.
- c. Chicano.
- d. Latino.

18. Which deadly epidemic most devastated Mexican natives and was the subject of numerous 15th- and 16th-century primary accounts of disease?

- a. Measles
- b. Influenza
- c. Smallpox
- d. Syphilis

Questions 19-20 are drawn from the map below



19. As a consequence of the new European crops and livestock brought to America as part of the Columbian Exchange illustrated above,
- American Indians began the spread of maize cultivation from present-day Mexico northward into the American Southwest.
 - most native societies developed a mixed agricultural and hunter-gatherer economy.
 - there were far-reaching effects on native settlement patterns as well as on economic, social, and political developments.
 - native peoples and Africans in America maintained their political and cultural autonomy.

20. As a result of the process illustrated above, what major shift occurred in the Spanish colonies' *encomienda* system?

- a. There were many new converts to Christianity.
- b. The Spanish began debating the proper treatment of American Indians.
- c. Social, religious, political, and economic competition with other European nations developed.
- d. Indian labor was gradually replaced with African slavery.

21. Which of the following most directly resulted from the arrival of American crops in the Old World?

- a. European population growth
- b. Widespread deadly epidemics
- c. The development of permanent villages
- d. Growing mistrust on both sides of the Atlantic

22. Based on the map above, what was the primary reason for the growth of the Columbian Exchange?

- a. Europeans using their belief in white cultural superiority to justify their subjugation of Africans and American Indians
- b. Improvements in technology and more organized methods for conducting international trade
- c. European attempts to change American Indian beliefs on basic social issues
- d. Spain's attempts to establish tight control over the process of colonization in the Western Hemisphere

23. As Spanish labor demands grew, the labor source for imperial production transitioned to

- a. Spanish peasants.
- b. indentured servants.
- c. Indians.
- d. African slaves.

24. Which Old World crop introduced by the Spanish most dramatically increased demand for African slaves in the Caribbean?

- a. Sugar
- b. Wheat

- c. Rice
- d. Indigo

25. Spanish mineral wealth from the Americas caused a shift toward

- a. socialism.
- b. feudalism.
- c. mercantilism.
- d. capitalism.

This question is based on the image below.



Native Indians enslaved by Spaniards, published in 1596.

26. The Spanish and other European powers frequently justified the approach depicted in the image above on the basis of

- a. white superiority.
- b. technological demands.
- c. academic evidence from Enlightenment scholars.
- d. poverty in African nations

27. What was the most effective long-term response of African slaves to the treatment depicted in the image above?

- a. Sustained revolts and violence against European culture and social structures
- b. The creation of alliances with native communities to resist colonization and slavery
- c. Enculturation and subordination to European culture

- d. Cultural and linguistic adaptations to achieve a degree of cultural preservation and autonomy

28. Which of the following was true of the Northeast American Indian tribes at the time Europeans first began colonization?

- a. Their economies depended entirely on hunting and gathering.
- b. Their political and linguistic differences hindered their united opposition to the Europeans.
- c. Their populations were immune to European diseases.
- d. Their cultures made no distinction between men's work and women's work.

29. Which of the following was not an initial result of interaction between Spanish explorers and Native Americans

- a. Diseases killed many of the Native Americans
- b. Spread Catholicism among Native Americans
- c. Domestication by Native Americans of animals brought by Spanish explorers
- d. Plants from south and Central America sent back to Europe

30. Slave labor was brought to the Western Hemisphere by colonists because

- a. the region was lightly populated when the Spanish arrived
- b. Native Americans were unfamiliar with the tools and methods to harvest sugarcane
- c. Aztec and Inca leaders had already begun to import slaves even before the Spanish arrived
- d. there was a lack of manpower to do the labor-intensive work of harvesting sugarcane

Time Period #1 - Short Answer Question (SAQ)

1. With the dawn of the 16th century, there came together in Europe both motivation and means to explore and colonize territory across the seas. Discuss this statement with reference to **TWO** of the following:

religion

trade

technology

Time Period #1 - Short Answer Question (SAQ)

Question 2: This question is based on the following two passages.

“The organization of the Caribbean Indians as a labor pool was a matter of immediate and urgent concern for the Spanish colonists. The extremely hard labor necessary for the tasks of construction and subsistence, the unfamiliar and uncomfortable tropical environment, and Spaniards’ abhorrence of physical labor virtually ensured the exploitation of the local population....*Encomienda* was an arrangement by which the inhabitants of a designated region or town were assigned to individual Spaniards as vassals. In exchange for protection and Christian instruction, the Indians were obligated to provide labor and services to their overlord....Relocation of Indians for labor in mines, ranches and farms disrupted and recombined settlements. This probably led also to a general disintegration and breakdown in Hispaniola Arawak society.”

Deagan, Kathleen A. “Spanish-Indian Interaction in Sixteenth-Century Florida and Hispaniola.”

“Spaniards who actually went to the new lands, though, had little interest in evangelization. Although often personally pious, they were more concerned with Indian labor than Indian souls....In 1503 the monarchs provided...the *encomienda* system. Individual Spaniards became trustees of indigenous groups, promising to ensure their safety, freedom and religious instruction. In fine protection-racket style, Indians paid for Spanish “security” with their labor. The *encomienda* can be thought of as an attempt to answer the objections to slavery....By restricting the demands on Indians, the monarchs sought to reduce the incentive to revolt. It didn’t work. Both the Indians and the conquistadores disliked the *encomienda* system....Trustees loathed negotiating with the Taino leaders....The Taino came to view the system as...legal justification for slavery.”

Charles C. Mann, 1493: *Uncovering the New World Columbus Created* (New York: Vintage Books, 2011),

2. Based on the two interpretations above regarding the *encomienda* system, complete the following three tasks:

- a. Briefly explain the main point made by Passage 1.
- b. Briefly explain the main point made by Passage 2.
- c. Provide ONE piece of evidence from 15th- through 16th-century Spanish colonization that is not included in the passages and explain how it supports the interpretation in either passage.

Time Period #1 - Long Essay Question (LEQ)

Compare and contrast the British, French, and Spanish imperial goals in North America between 1580 and 1763. (2011 B)

Evaluate the influence of religion on the development of colonial society in TWO of the following regions: Spanish Southwest, New England, New France (2010 B)

Early encounters between American Indians and European colonists led to a variety of relationships among the different cultures. Analyze how the actions taken by BOTH American Indians and European colonists shaped those relationships in TWO of the following regions. Confine your answer to the 1600s: New England, Chesapeake, Spanish Southwest, New York and New France (2008)

Compare the ways in which TWO of the following reflected tensions in colonial society: Bacon's Rebellion (1676), Pueblo Revolt (1680), Salem Witch Trials (1692), Stono Rebellion (1739) (2003 B)

Analyze the cultural and economic responses of two of the following groups to the Indians of North America before 1750: British, French, Spanish (2000)

